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AUTHOR Burns, Mary Ada
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ABSTRACT

This study examined the relationship between the use and non-use of the Education Resource Center (ERC) at the San Diego State University Library and selected socioeconomic characteristics of graduate students enrolled in educational technology and librarianship classes. A questionnaire was administered to a sample population of 181 students; 140 were returned. While analysis of the data using the Statistical Program for the Social Sciences (SPSS) found relatively small differences between the personal characteristics of users and non-users, two patterns based on other variants were indicated: library usage increased as students progressed through the university; and the average non-user, while as intelligent or academically competent as the user, regarded the use of the library as strictly course related. Frequency analysis distributions are summarized and tabulated for the following areas: service and reference materials; print materials; media software; function of the ERC; students' feelings toward the ERC; students' use and opinion of the university library and other libraries; and personal characteristics. Recommendations for further research include conducting another study that could better isolate the factors which contribute to use and non-use of the ERC by students. The questionnaire and students' comments are appended.
(Author/JPF)

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THE RELATIONSHIP BETWEEN THE USE OF THE SAN DIEGO STATE UNIVERSITY LIBRARY AND SELECTED PERSONAL CHARACTERISTICS OF THE STUDENT POPULATION

A Report

Presented to the

Faculty of the School of Education

San Diego State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Ada Burns

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

In Partial Fulfillment

of the Requirements for the Course

Education 795

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by

Mary Ada Burns

December 1977

IR005916

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CHAPTER I

THE PROBLEM

The library must meet the needs of the community in which it exists. This is even more true of a college or university library from whose existence it stems. As The Encyclopedia of Education (1971) has aptly stated it:

> There was a time when the popular conception of the college and university was a mausoleum or storehouse of books with the librarian being an ancient caretaker. However, this view is no longer widely held, and an increasing number of educators consider development of the library essential to the development of a good institution (p. 555).

To quantify total library use, the library has traditionally resorted to surveys of books in circulation and "in house" use of books and materials while ignoring statistics on available services, such as, reference service, card catalog, indexes and abstracts, etcetera.

> In a recent study, it can be extrapolated with some measure of accuracy that for every book borrowed, five books and/or journals are used in the library. On that basis, a person may use the library without ever borrowing a single book. Therefore, the equation of circulation records to library use cannot really be considered a justifiable or accurate quantification of library use or non-use (Lubans, 1970, p. 51).

Statement of the Problem

The purpose of this study is to: (1) investigate the information needs and seeking patterns of graduate students in

the Educational Technology and Librarianship Program at a public university's Education Resource Center, and (2) determine the relationship between the information needs/seeking patterns and selected personal characteristics of this student population.

Importance of the Problem

A library cannot evaluate its role and effectiveness by only surveying the people who already use the library. It must determine the needs and information-seeking patterns of all potential users, including non-users in order to identify problem areas and augment desirable improvements.

Lubans (1970) found that:

> Non-use has not been adequately treated in the literature, nor has there been research in this area. Essentially, most studies of library users are based on people who happen to come into the library or circulation records. The studies generally concentrate on what the users do in the library, not how well, or for that matter, for what purpose they use it or how successful they are. Quite often, the reports relate the number of books borrowed versus the student's academic standing (pp. 49-50).

In order to evaluate the library service to academic patrons, a need exists to investigate the information needs and seeking patterns of both library users and non-users.

Scope of the Problem

Research in this study was limited to the use and non-use of the library by students in colleges and universities.

The search of the literature was delimited to material catalogued in the indices between 1948 and 1975 with emphasis on all the research in this area within the last decade. Data collected from school and public libraries' investigations and not related to college and university libraries were also rejected.

Organization of the Remainder of the Study

The remainder of this study is divided in accordance to the dual purpose of this study, which is to: (1) investigate the information needs and seeking patterns of graduate students in the Educational Technology and Librarianship Program at a public university's Education Resource Center, and (2) determine the relationship between the information needs/seeking patterns and selected personal characteristics of this student population.

Chapter II deals with a review of use studies, user surveys, methodological tools; an historical survey dating from 1948 to the present; a summary of the literature; and a summary and conclusion of the study.

Chapter III describes the population and sampling procedures, the method of data collection, and the instrumentation. The analysis of the data is in Chapter IV.

Chapter V contains the summary of the study, the conclusions reached, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written on the subject of library users. Most researchers or investigators have tended to exclude or overlook entirely the non-users of the library. In the survey of the literature in this chapter, generally accepted methods of determining library usage and users have been selected as examples for consideration, review, and comparison.

Use Studies, User Surveys and Methodological Tools

For the investigator of methods usable in evaluating libraries, one of the more general collections of essays on different aspects of assessment identified the components of a good survey:

> These qualities would appear to be essential: (1) the purpose is clearly defined; (2) the data are well organized so that the reader gets a clear picture of what the problems are, how they came about, and what steps can be taken to improve them; (3) the assertions and conclusions are tested by a variety of methods; and (4) the interpretation is sensitive, imaginative, and human (Tauber & Stephens, 1967, p. 19).

Lyle (1974) was more specific in the area of evaluating library use when he stated that "the most important evaluative standard and the most difficult to apply is the use of the library (p. 305)." He further pointed out that the circulation

of books and use of library materials are only a few measures of library use.

It was noted by Lin and Garvey (1972) that information needs and uses studies have emerged above others as most significant by students in this field. Further, that systematic studies have become a truly international phenomena. Examples in the United States have included activities by American Psychological Association, of Johns Hopkins University, and of Stanford University. While in Europe a remarkable array of concerted efforts in other nations to study information needs and uses have been conducted in England, Canada, the Netherlands, East Germany, and the Soviet Union.

An example of a general work (Beeler et al., 1974) focused on library use studies and provided a survey of selected methods currently in use for measuring the quality of library services in a variety of libraries. In some cases actual sample questionnaires had been included as well as an annotated bibliography of basic works dealing with the problem of measuring library services.

In the work of Orr et al., (1968) methodological tools for measuring library use and services had been developed. The essentials of the system provided for user orientation, a measure of the quality and depth of services offered, use of an inventory check list, and the application of an interview with a member of the staff. This methodology coupled with a

model used by a nationwide business organization in evaluating its services to customers has furnished a meaningful device for measuring library effectiveness.

In a single exemplary article Wood (1969) enumerated and elucidated the steps in conducting a use survey from planning the whole, surveying a sample of users, documents or records, timing the survey, conducting a pilot investigation, reviewing survey methods to analysis of the data.

An analytical study of library surveys (Line, 1967) provided a step by step outline defining from what facts are needed to many methods of obtaining facts, to materials on tallying, to interpretation and presentation. Material was presented in as basic a form as possible for the assembling and analyzing of statistics so that a library desiring a survey for almost any purpose could do so without the services of a trained statistician.

Finally Lipetz (1970) noted that a frequent criticism of use studies has been that they tend to repeat the methodological mistakes of the past instead of profiting by them. Fortunately, there has been a trend for current researchers to find and digest pertinent previous literature on use studies, and avoid possible sources of error.

Surveys Taken in the Library

A one day survey was administered to all students and visitors of Cornell University to determine the reasons for library use and the amount of success in obtaining materials. About

two thirds of the users employed their time in reading assigned books (990), while others spent their time in study (446), problems (185), stack use (106), periodicals (73), and newspapers (28). Of the 1,252 respondents, only 125 said they had been unsuccessful in locating materials (Wilson, Downs & Tauber, 1948).

A similar one day questionnaire by Wilson and Orr (1949) was distributed to all entering the Alabama Polytechnic Institute Library during the regular library hours. The purpose of the study was to determine the status of the users, the reason for their visit, their success in finding materials and their opinion of library service. The results indicated that a majority of the participants came to the library to study with their own books (482), while others divided their time in obtaining general reading matter (214), completing assigned reading (210), browsing through newspapers (145), obtaining information on problems and other topics of study (112), and for other unstated reasons (38). A majority of the users were undergraduates (546) with a small percentage of graduates (26), faculty (17) and unclassified visitors (92). A total of 257 indicated that they were successful in finding materials while 42 were not. Only 34 found the service unsatisfactory, while 269 thought it was good.

In the science library at Massachusetts Institute of Technology, Bush (1956) conducted a five day survey to determine attendance and usage. Questionnaires were given to 50 percent of the users. Of the 2,700 collected questionnaires, 1,900 were

tabulated to discover that the library was heavily used by undergraduates for purposes of study.

Later Johns Hopkins University (1963) conducted a survey with the purpose of constructing a picture of the activities which make up the library day. During a three week period questionnaires were distributed to people entering the library and collected in a box at the exit. Of the 2,941 questionnaires collected, 1.172 were analyzed in detail by division into three groups: Science and Engineering (613), General Reading Room (298), and Humanities and Social Sciences (261). The results indicated that a significant fraction of the users: conducted author-title searches; failed to find the information sought; and desired the open shelf policy.

More recently, Mount and Fasana (1972) at Columbia University administered a library survey to all users to identify and measure user groups and services. During a four day period 15,302 usable survey forms were collected. Users had been asked to indicate: their status (faculty, undergraduate, graduate, etcetera); library facilities used (tables, catalog, reference assistance, etcetera); and kinds of materials sought. A tabulation of the results highlighted two areas. First, the Engineering graduate students were the heaviest users of the Engineering library, using four times as many reserve books as undergraduate Engineering students, though the reserve books amounts were about equal for both groups. Second, the Music

graduate students used five times as many nonreserve books as undergraduate music students.

Studies Using Existing Data

At Eastern Illinois University, Barkey (1965) studied the patterns of student use of the library, excluding reserve books. Call book slips were saved from the middle of two quarters and sorted by student identification numbers. A comparison was made of the number of books checked out, the class standing, sex, name, and grade point average. The results showed that: more freshmen (44 percent) borrowed books than other classes (33-35 percent); more of the better students used the library than students with lower grade point averages; more women withdrew books, but the average number of books withdrawn per male student differed little from that withdrawn by the average female student. In addition, of the 2,967 students surveyed during the spring quarter, 1,849 students withdrew no books, while during the fall quarter of the next year 2,318 withdrew books of the 3,847 students surveyed.

Research was also undertaken at Indiana University by Schnaitter (1973) to compare the library use and personal characteristics of junior transfer students with native junior students. Data was collected in the fall from the entire junior class combining official student statistical records from magnetic tapes in the Registrar's office with the tape files of the library circulation records. A questionnaire was sent to a sampling of 660

students resulting in a 64 percent response with usable returns of 58 percent. In general, the findings indicated little difference in frequency of library usage between the two groups. However, junior college transfer students rated the lowest percentage in never having used the library, while native students borrowed more than transfer students. The findings for all students showed the highest use for reserve books and the library as a place for personal study. Non-borrowers occasionally used the library but were exceeded by borrowers in weekly use.

Similarly, Mears (1975) at the University of Southern Mississippi compared library use of junior college transfer students and native university students. His study combined data from the registrar's office with the library records of 114 first quarter native students and an equal number of transfer students. He found that there were no significant differences in library use of materials between the two groups in many areas, such as, books, periodicals, reserve books, special collections and total library use. There were only a few significant relationships between composite sets of variables. It was noted that transfer students' mean scores were higher and sex a significant factor, while native students grade point averages were related to library usage.

A unique multi-approach questionnaire was tried at State University of New York to determine the utilization of library resources by students in selected non-residential degree programs

and the resulting implications for educational administrators (Groak, 1974). The population consisted of a randomized sample of 100 students from Empire State College, and New York State Regents External Degree Program who were surveyed via mail. Concurrently, the Adult Program of Goddard College was surveyed by interview during two residential periods. The results showed unexpected trends in use and non-use of the library. A majority of the students were full-time with two or more collegiate years, who used the library weekly and considered use contributing to their academic success. The greatest use was found in the humanities and social sciences areas. Public libraries were used most frequently over other types of libraries. Preference was indicated for traditional print materials over utilizing newer educational technology available in libraries. There was general satisfaction with type and quality of library service.

Studies Focusing on Users and Non-Users

Lubans (1970) concentrated on the non-users and the reasons contributing to the non-use of the library. His campus wide survey of 3,000 students at the Rennselaer Polytechnic Institute discovered that there was increasing use of the library as students progressed through school. The study focused on 27 non-users with 22 from the school of Engineering, 3 from the school of Science, and 2 from the school of Management. Of these, 21 were juniors and 6 were seniors with a grade point average of 2.5 and a range of 1.6-3.4. The major findings

concluded that the average non-user while as intelligent as the user, regarded the use of the library as strictly course related.

Finally, McFall (1975) studied the relationship between the use of the science library and selected personal characteristics of users at the University of Southern California. During the first week of May a questionnaire was distributed to four science classes--two graduate and two undergraduate--at the beginning of class and collected at the end of the period. One hundred sixty-two questionnaires were usable from the original 180 distributed. An analysis of the data indicated an extremely low incidence of non-use and higher levels of use of reserve materials and assigned reading indicating course related use of the library. A profile of the typical user revealed: juniors (31.5 percent) as the largest; male predominance; majors in Biological Science (61 percent); and grade point average ranging from 3.0-3.4 (37 percent).

Summary and Conclusions

This study began with the problem of investigating the information needs and seeking patterns of graduate students in the Education Resource Center in a large university library. Since a library cannot evaluate its role and effectiveness by only surveying the people who already use the library, it must determine the needs and information patterns of all potential users, including non-users, in order to identify problem areas and augment desirable improvements.

As Lipetz (1970) has pointed out:

> As a scientific discipline, the study of information needs and uses is still in its infancy, yet it exhibits considerable vigor, and there has been unmistakable growth (p. 25).

This phenomenon has become apparent as this investigator reviewed the literature and found references in books on general library administration (Lyle, 1974); collections of essays (Tauber & Stephens, 1967); yearly reviews of the state of the art (Lipetz, 1970; Lin & Garvey, 1972); handbooks on library use studies (Beeler et al., 1974); monographs on library surveys (Line, 1967; Tauber & Stephens, 1967); and articles on methodological tools for measuring library service (Orr et al., 1968; Wood, 1969).

In the surveys (Wilson et al., 1948; Wilson & Orr, 1949; Bush, 1956; Johns Hopkins University, 1963; Mount & Fasana, 1972) conducted in the library, a majority used a questionnaire format. They were administered once during the regular library hours with the purpose of determining the kinds of users, the services used, and the success in finding library materials. The results showed that either graduate or undergraduate students were the heavy users of course related materials.

While in studies using existing data (Barkey, 1965; Schnaitter, 1973; Mears, 1975; Groak, 1974) a longer time period was studied, such as, one semester or two quarters. The investigators often compared two groups (e.g. transfer versus native

junior college students) to determine patterns or characteristics of users and services by means of the registrar's records and the library files. But in most studies, on tabulation of data, there was little significant differences between the two groups compared.

In the studies focusing on users and non-users (Lubans, 1970; McFall, 1975) the investigators proposed to determine the characteristics of non-users as well as users and the factors contributing to non-use. Questionnaires were administered in classes and through personal contacts, in order to reach the non-user. The results indicated that the average non-user was as intelligent as the user but regarded the library as strictly course related.

Finally, it might be well to highlight that critical reviews of studies of the use or non-use of the library have been pursued for establishing criteria for the improvement of library services.

CHAPTER III

DESIGN OF THE STUDY

The problem, as stated in Chapter I, was to investigate the information needs and seeking patterns of graduate students in the Educational Technology and Librarianship program at a public university's Education Resource Center, and to determine the information needs/seeking patterns and selected personal characteristics of this student population. To accomplish these goals it was necessary to review the literature, as was done in Chapter II, to determine whether similar studies had been conducted, and if so what they had contributed to this field of knowledge, and what the recommended procedures were for use studies in libraries. Based on these previous findings, the investigator chose to use a questionnaire to be distributed and collected in an Educational Technology and Librarianship class. This chapter presents the population and sampling procedures, explains the instrumentation, and discusses the method of data collection.

Population and Sampling Procedures

This study included 143 Educational Technology and Librarianship students at San Diego State University, one of the largest in the California State University and Colleges

system with an enrollment of 22,548 undergraduates and 7,341 graduates.

The sample was chosen from the twenty-five Educational Technology and Librarianship classes listed in the official campus registration handbook and class schedule for Spring, 1977. The basic information (course number, section number, course title, etcetera) was written on a three by five index card. Two directed internship classes were deleted because of the difficulty in contacting students in the field. From the pool of twenty-three classes, ten were randomly selected from the shuffled cards.

Instrumentation

A five-page questionnaire was constructed by adapting and expanding the survey used in the Seaver Science Library at the University of Southern California (See Appendix B). This survey used the frequency categories: never, once/month, once/weekly, 2-3 weekly, and once/day or more in Sections A-D to determine the use of the reference services and books, media software and hardware. While in the opinion scale terms including strongly agree, agree, undecided, disagree, and strongly disagree were utilized for indicating the function and the feelings of the students toward the Education Resource Center, for Sections G-R, a simple yes, no, which ones, please specify, etcetera were used to obtain general information about usage of other libraries and personal student characteristics. Finally, in Sections S and T

a chart was used for specifying the days and hours of usage and preference in working/studying in the Education Resource Center.

Method of Data Collection

The data was collected in this study to determine the level of use and non-use among potential patrons of the Education Resource Center of the Library. Each respondent was asked to supply information about use and non-use, as well as personal characteristics.

The instrument used was a questionnaire distributed to ten Educational Technology and Librarianship classes. The questionnaire was adapted and expanded from that used in the Seaver Library at University of Southern California in 1974. The frequency of use of materials and services comprised the dependent variables, while the independent variables included class standing, grade point average, and area of specialization. All items listed in Sections B-F of the questionnaire, that is materials and services, were available in the Education Resource Center and space was allowed on the questionnaire for additional items to be written in (See Appendix A).

During the second week in March 1977 the questionnaire was distributed to ten classes: five sections of Instructional Media Production, two sections of Production of Instructional Materials, one section each of Basic Reference Materials, Ethnic Materials for Children and Young Adults, and a Workshop in Advanced

Production Techniques. It was handed out to the students as they entered the class and collected during the class period. Since the students completed the questionnaire during class, there was no need for a follow-up.

CHAPTER IV

ANALYSIS OF THE DATA

The presentation of the data will be set forth by considering the evidence from the questionnaire distributed and collected during Educational Technology and Librarianship classes. The data was analyzed to determine:

1. The frequency of use of library services, materials, and personal characteristics of students.

2. The relationships between library services, materials, and personal characteristics of students according to (a) class, (b) area of specialization, and (c) grade point average.

All the data from the questionnaires, except for the comments, were keypunched and input into the IBM 360 computer at the Computer Center in San Diego State University. The Statistical Program for the Social Sciences (SPSS) was employed to analyze the data. This program included routines for the frequency analysis (CODEBOOK) and chi-square analysis (CROSSTABS) with the .05 probability level being used to determine significance of relationships.

From the approximately 181 questionnaires distributed at classes, 143 were returned with three unusable. Of these 140 respondents, 91 (65 percent) considered themselves as users, while 49 (35 percent) marked themselves as non-users of the

Education Resource Center (ERC). The non-users answered only Sections A (2-4) and G-R, while the users completed all questions except Section A (2-4). Therefore, the frequency and relationship data have been applied predominantly to the users.

Frequency Distributions

The frequency analysis distributions have been summarized and tabularized from the voluminous computer data output in the following areas:

1. Services and reference materials.
2. Print materials.
3. Media software.
4. Media hardware.
5. Function of the ERC.
6. Students' feelings toward the ERC.
7. Students' use and opinion of the San Diego State University Library and other libraries.
8. Personal characteristics of students.

Services and reference materials. Table 1 presents the adjusted frequencies for assigned reading, term paper materials, reserve books, reference assistance (librarian), place for study, personal/recreational reading, ERC card catalog, computer search, and other.

In satisfying information needs related to class activities, the frequency of student use for four specified categories--assigned

Table 1

Services and Reference Materials (Users)

Frequency Scale	Assigned Reading	Term Paper Materials	Reserve Books	Reference Assistance (Librarian)	Place for Study	Personal/ Recreational Reading	ERC Card Catalog	Computer Search	Other
Never	25.8%	48.7%	57.9%	28.0%	57.1%	73.2%	40.3%	83.1%	75.8%
Once/ month	36.5	25.0	19.7	45.3	5.7	9.9	36.1	10.8	12.1
Once/ week	23.5	18.4	10.5	10.7	12.9	11.3	9.7	3.1	3.0
2-3/week	11.8	5.3	6.6	13.3	17.2	4.2	9.7	1.5	6.1
Once/day or more	2.4	2.6	5.3	2.7	7.1	1.4	4.2	1.5	3.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

reading, term paper materials, reference assistance (librarian), and the ERC catalog--were found to be at a level of once a month or more.

The majority, 36.5 percent, of students used the library monthly for assigned reading, while 25.8 percent never, 23.5 percent once a week, 11.8 percent 2-3 times weekly, and 2.4 percent once a day or more. Although a study, while 5.7 percent once a month, 12.9 percent once a week, 17.2 percent 2-3 times a week, and 7.1 percent once a day or more. There was also a predominance of non-use, 73.2 percent of the ERC for personal/recreational reading but 9.9 percent used it once a month, 11.3 percent once a week, 4.2 percent 2-3 times a week, and 1.4 percent once a day or more. Though a majority of students, 40.3 percent never used the ERC card catalog, 36.1 percent used it once a month, 9.7 percent once a week, 9.7 percent 2-3 times a week, and 4.2 percent once a day or more. The computer search service scored the highest non-use with 83.1 percent, but 10.8 percent used it once a month, 3.1 percent once a week, 1.5 percent 2-3 times weekly. A majority of students, 48.7 percent never used the Education Resource Center for term papers, 25.0 percent used it once a month, 18.4 percent once a week, 5.3 percent 2-3 times a week, and 2.6 percent once a day or more. Reserve books were also never used by a majority of students, 57.9 percent, although 19.7 percent used them once a month, 10.5 percent once a week, 6.6 percent 2-3 times a week, and 5.3 percent once a day or more. The reference assistance

(librarian) was used by most students, 45.3 percent, although 28.0 percent never, 10.7 percent once a week, 13.3 percent 2-3 times a week, and 2.7 percent once a day or more. A predominant 57.1 percent never used the ERC as a place for study, 1.5 percent once a day or more. In the others (please specify) category, a majority of students, 75.8 percent recorded no use, 12.1 percent once a month, 3.0 percent once weekly, 6.1 percent 2-3 times weekly, and 3.0 percent once daily or more.

Print materials. Table 2 summarizes the students' use of print materials--school textbooks, curriculum guides, pamphlets, ERC reference books, periodical books, standardized test files, news and bulletin file, 295/795 papers, ERIC indexes, children's books/magazines and special collections.

In this area only curriculum guides, ERC reference books, and periodical books were at a level of usage once a month or more.

The school textbooks were never used by most students, 62.0 percent, but 15.2 percent used them monthly, 13.9 percent weekly, 6.4 percent 2-3 times weekly, and 2.5 percent once daily or more. Though most students, 46.3 percent, never used guides, 31.7 percent used them once a month, 13.4 percent once a week, 6.1 percent 2-3 times a day, and 2.4 percent once a day or more. A majority of students, 54.4 percent, never used pamphlets, but 26.6 percent used them once a month, 13.9 percent once a week, 5.1

Table 2

Print Materials (Users)

Frequency Scale	School Text-books	Curri-culum Guides	Pamph-lets	ERC Reference Books	Periodi-cals Books	Standard-ized Test Files	News & Bulletin File	295/ 795 Papers	ERIC Indexes	Childrens Books/ Magazines	Special Collec-tions
Never	62.0%	46.3%	54.4%	19.0%	44.6%	93.6%	83.5%	91.1%	53.7%	56.0%	85.5%
Once/ month	15.2	31.7	26.6	42.8	32.5	5.1	8.9	7.6	33.8	28.5	10.6
Once/ week	13.9	13.4	13.9	28.6	18.1	1.3	5.1	1.3	5.0	8.3	2.6
2-3/ week	6.4	6.1	5.1	6.0	4.8	-	2.5	-	5.0	4.8	1.3
Once/day or more	2.5	2.4	-	3.6	-	-	-	-	2.5	2.4	-
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

percent 2-3 times a week. The ERC reference books were used by most students, 42.8 percent once monthly, though 19.0 percent never, 28.6 percent once weekly, 6.0 percent 2-3 times weekly, and 3.6 percent once daily or more. Many students, 44.6 percent never used the periodical books, but 32.5 percent used them once a month, 18.1 percent once a week, and 4.8 percent 2-3 times a week. A large percentage, 93.6, of the students never used the standardized test file, though 5.1 percent used them once a month, and 1.3 percent once a week. The news and bulletin files were also infrequently used by 83.5 percent of the students, but 8.9 percent used them once a month, 5.1 percent once a week, and 2.5 percent 2-3 times a week. There was heavy non-use of the 295/795 papers by 91.1 percent of the students with 7.6 percent using them once a month and 1.3 percent once a week. Though a majority of students, 53.7 percent, never used ERIC indexes, 33.8 percent used them monthly, 5.0 percent weekly, 5.0 percent 2-3 times weekly, and 2.5 percent once daily or more. Children's books/magazines were never used by 56.0 percent, but 28.5 percent used them monthly, 8.3 percent once weekly, 4.8 percent 2-3 times weekly, and 2.4 percent once daily or more. Lastly, special collections (historical file, SIGMA, Pi Lambda Theta and ERIC Crier) were not used by 85.5 percent of the students, though 10.6 percent used them monthly, 2.6 percent once weekly, and 1.3 percent 2-3 times weekly.

Media software. In Table 3 the students' use of the media software is summarized for the ERIC microfiche, filmstrips, cassettes, records, picture charts, kits, film loops, transparencies, and others.

There was a pronounced low usage of media software with a majority of the students never using: the microfiche, 64.6 percent; filmstrips, 89.7 percent; cassettes, 92.3 percent; records, 94.8 percent; picture charts, 92.4 percent; kits, 91.1 percent; filmloops, 97.4 percent; and transparencies, 96.0 percent. The others, please signify, category was disregarded with 100 percent non-use.

Media hardware. In Table 4 the frequency of use of the media hardware is reported for the record player, filmstrip projector, tape recorder, cassette recorder, caramate, filmloop projector, opaque projector, overhead projector, microfiche reader, microfiche printer, ditto machines, Xerox machines, and others.

As a corollary to media software, media hardware usage scores indicated high non-use by a majority of students: record player, 96.3 percent; filmstrip projector, 95.0 percent; tape recorder, 97.4 percent; cassette recorder, 96.2 percent; caramate, 100 percent; filmloop projector, 96.3 percent; opaque projector, 98.8 percent; overhead projector, 94.5 percent; microfiche reader, 74.1 percent; microfiche printer, 87.5 percent; ditto machine, 81.3

Table 3

Media Software (Users)

Frequency Scale	ERIC micro-fiche	Filmstrips	Cassettes	Records	Picture Charts	Kits	Film-loops	Trans-parencies	Others
Never	64.6%	89.7%	92.3%	94.8%	92.4%	91.1%	97.4%	96.0%	100.0%
Once/ month	22.8	5.1	6.4	2.6	7.6	8.9	1.3	2.7	-
Once/ week	7.6	3.8	1.3	1.3	-	-	1.3	1.3	-
2-3/ week	2.5	1.4	-	1.3	-	-	-	-	-
Once/day or more	2.5	-	-	-	-	-	-	-	-
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4

Media Hardware (Users)

Frequency Scale	Record Player	Filmstrip Projector	Tape Recorder	Cassette Recorder	Caramate	Filmloop Projector
Never	96.3%	95.0%	97.4%	96.2%	100.0%	96.3%
Once/month	2.5	2.5	1.3	3.8	-	3.7
Once/week	1.2	2.5	1.3	-	-	-
2-3/week	-	-	-	-	-	-
Once/day or more	-	-	-	-	-	-
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Frequency Scale	Opaque Projector	Overhead Projector	Micro-fiche Reader	Micro-fiche Printer	Ditto Machine	Xerox Machines	Other
Never	98.8%	94.5%	74.1%	87.5%	81.3%	41.8%	90.9%
Once/month	1.2	4.1	14.8	7.5	10.0	25.6	3.0
Once/week	-	1.4	7.4	1.2	7.5	18.6	3.1
2-3/week	-	-	2.5	2.6	1.2	9.3	-
Once/day or more	-	-	1.2	1.2	-	4.7	3.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

percent; Xerox machine, 41.8 percent; and other (please specify) category, 90.9 percent.

Function of the Education Resource Center. Students' opinions on the function of the Education Resource Center (ERC) have been tabulated in Table 5.

Student users had different opinions regarding the function of the ERC in assisting various categories of people. There was strong agreement by most student users for ERC to assist San Diego State University student or student teachers, 74.2 percent; and for San Diego State University faculty or staff, 55.7 percent; for ERC assisting non-San Diego State University students or student teachers, 46.4 percent; and non-San Diego State University faculty or staff, 41.7 percent, there was a majority of agreement. However, there was general ambivalence by students regarding ERC role to assist unclassified visitors with 36.9 percent agree, and 38.1 percent undecided.

Students' feelings toward the ERC. As shown in Table 6 student users registered divided opinions over material arrangements and staff assistance.

The majority of students, 37.5 percent, agreed that the ERC card catalog was easy to use with 12.5 percent strongly agreed, 33.0 percent undecided, 11.3 percent disagreed, and 5.7 percent strongly disagreed. The coding on the ERC shelves was easy to understand/use by a majority: agreed, 36.0 percent; 12.8 percent

Table 5

Function of the Education Resource Center (Users)

Opinion Scale	IS TO ASSIST				
	SDSU Students or Student Teachers	SDSU Faculty or Staff	Non-SDSU Students or Teachers	Non-SDSU Faculty or Staff	Other Unclassified Visitors
Strongly agree	74.2%	55.7%	14.0%	11.4%	8.3%
Agree	23.6	38.6	46.4	41.7	36.9
Undecided	2.2	3.4	29.1	38.0	38.1
Disagree	-	2.3	9.3	15.1	14.3
Strongly disagree	-	-	1.2	1.0	2.4
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6

Students' Feelings Toward ERC (Users)

Opinion Scale	Card Catalog Easy To Use	Coding on Shelf Easy To Use	Materials/ Textbooks Easy to Find	Reference Librarians Helpful	Student Assistants Helpful
Strongly agree	12.5%	12.8%	10.5%	48.3%	28.7%
Agree	37.5	36.0	48.8	42.7	47.1
Undecided	33.0	32.6	20.9	7.9	13.8
Disagree	11.3	15.1	16.3	1.1	9.2
Strongly disagree	5.7	3.5	3.5	-	1.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%

strongly agreed, 32.6 percent undecided, 15.1 percent disagreed, and 3.5 percent strongly disagreed. Also, materials/textbooks, etcetera were easy to find on the shelves by a majority of students: agreed, 48.8 percent; 10.5 percent strongly agreed, 20.9 percent undecided, 16.3 percent disagreed, and 3.5 percent strongly disagreed. A strong majority, 48.3 percent, agreed that ERC reference librarians were helpful, while 42.7 percent strongly agreed, 7.9 percent undecided, and 1.1 percent disagreed. Likewise most users, 47.1 percent, agreed that ERC student assistants were helpful, with 28.7 percent strongly agreed, 13.8 percent undecided, 9.2 percent disagreed, and 1.2 percent strongly disagreed.

Students' use and opinion of SDSU Library and other college libraries. More information about students has been summarized in Table 7.

By inference, the main SDSU Library was not considered generally unsatisfactory by the majority of the students (users: 94.5 percent; non-users: 95.6 percent with no response). Most students did not use other SDSU campus libraries (users: 71.9 percent; non-users: 79.2 percent) or a professor's private library (users: 75.6 percent; non-users: 79.6 percent). A majority of students did not use other college or university libraries (users: 51.1 percent; non-users: 65.3 percent), although the users who did checked the SDSU Library as unsatisfactory (75.8 percent), while the non-users checked that those libraries were closer (91.7

Table 7

Students' Use and Opinion of SDSU Library
and Other College Libraries
(Users and Non-Users)

Use Other SDSU Campus Libraries	User	Non-User	SDSU Library Unsatis-factory	User	Non-User	Use Other College Libraries	User	Non-User
No	71.9%	79.2%	No	5.5%	4.4%	No	51.1%	65.3%
Yes	28.1	20.8	No response	94.5	95.6	Yes	48.9	34.7
TOTAL	100.0%	100.0%		100.0%	100.0%		100.0%	100.0%

Why Use Other College Libraries	User	Non-User	Use Professor's Library	User	Non-User	Use Public Library	User	Non-User
Other Libraries Closer	24.2%	91.7%	No	75.6%	79.6%	No	18.0%	40.8%
SDSU Not Satis-factory	75.8	8.3	Yes	24.4	20.4	Yes	82.0	59.2
TOTAL	100.0%	100.0%		100.0%	100.0%		100.0%	100.0%

Use Public Library More Than SDSU	User	Non-User	Know About SDSU's Library Course	User	Non-User	Use Other College Libraries	User	Non-User
No	79.2%	67.9%	No	36.7%	41.7%	No	55.8%	73.7%
Yes	20.8	32.1	Yes	63.3	58.3	Yes	44.2	26.3
TOTAL	100.0%	100.0%		100.0%	100.0%		100.0%	100.0%

percent). The public library was more patronized by users (82.0 percent) than by non-users (59.2 percent) although both groups did not use it more than the SDSU Library (users: 79.2 percent; non-users: 67.9 percent). Less than one half of the student users (44.2 percent) and about a quarter of the non-users (26.3 percent) had taken a formal course in how to use the library and more than one half of both groups (users: 63.3 percent; non-users: 58.3 percent) realized that a course was offered by the library.

Personal characteristics of students. As indicated in Table 8, there was relatively little difference between the personal characteristics of student users and non-users of the Education Resource Center.

Profiling the personal characteristics of the users and non-users revealed that they were graduate students (users: 56.0 percent; non-users: 57.3 percent) with specializations in secondary education (users: 49.4 percent; non-users: 62.5 percent) and a grade-point average between 3.0 and 3.49 (users: 49.4 percent; non-users: 61.2 percent). They were further characterized as female (users: 64.0 percent; non-users: 66.0 percent), living off campus (users: 100.0 percent; non-users: 91.7 percent), with a major in Educational Technology or Physical Education (See Appendix C, Comments: 0.98, page 67).

Relationships

Of the 140 completed questionnaires, 49 (35 percent)

Table 8

Personal Characteristics of Students
(Users and Non-Users)

Class	User	Non-User	Area of Specialization	User	Non-User
Sophomore	1.1%	2.0%	Elementary	24.1%	14.6%
Junior	1.1	2.0	Secondary	49.4	62.5
Senior	13.2	17.3	Community College	11.5	10.4
Unclass. Graduate	28.6	21.4	University	3.4	4.2
Graduate	56.0	57.3	Industry	2.3	-
			Government	1.1	2.1
			Other	16.2	6.2
TOTAL	100.0%	100.0%		100.0%	100.0%

Grade Point Average	User	Non-User	Sex	User	Non-User	Residence	User	Non-User
Below 2.0	-	-	Male	36.0%	34.0%	Campus	-	8.3%
2.0--2.49	1.1%	-	Female	64.0	66.0	Off-Campus	100.0%	91.7
2.5--2.99	19.1	10.2%						
3.0--3.49	49.4	61.2						
3.5 plus	27.0	26.5						
Don't know	3.4	2.1						
TOTAL	100.0%	100.0%		100.0%	100.0%		100.0%	100.0%

students considered themselves as non-users, while 91 (65 percent) marked themselves as users of the Education Resource Center during Spring semester, 1977.

The following relationships, listed in Table 9, were found for users at the .05 probability level between the eight dependent variables and three selected independent variables with X equal to significant relationship and O equal to insignificant relationship. Class included: junior, senior, unclassified graduate, and graduate. Special (or area of specialization) included: elementary, secondary, community college, university, industry, government, and other.

As summarized in Table 9, there were significant relationships found at the .05 probability level between the independent variable, class standing, and the dependent variables: curriculum guides (Table 10), pamphlets (Table 11), standardized tests (Table 12), ERIC indexes (Table 13), special collections (Table 14), and the bulletin and newsletters files (Table 15). For each of these dependent variables, the frequency of use increased with advancement in class, that is, proportionally greater use by graduate students.

There was also a significant relationship between secondary teachers and the use of filmloop projectors (Table 16) and the microfiche reader printer (Table 17).

Finally the study revealed no significant relationships between grade point average and the dependent variables.

Table 9

Significant and Insignificant Relationships Between the Independent and Dependent Variables

Dependent Variables	Independent Variables		
	Class	Special	G P A
Curriculum guides	X	O	O
Pamphlets	X	O	O
Standardized tests	X	O	O
ERIC indexes	X	O	O
Special collections	X	O	O
Bulletins and newsletters	X	O	O
Filmloop projector	O	X	O
Microfiche printer	O	X	O

APPENDIX A

QUESTIONNAIRE USED AT SAN DIEGO STATE UNIVERSITY LIBRARY

Table 10

Chi-Square Printout for Curriculum Guides Versus Class

CLASS	COUNT / ROW PCT / COL PCT / TOT PCT	NEVER 1.	ONCE A 2.	ONCE A WEEK 3.	TWICE WEEKLY 4.	DAILY OR MORE 5.	ROW TOTAL
SENIOR	4.	5	4	1	0	2	12
		41.7	33.3	8.3	0.0	16.7	14.6
		13.2	15.4	9.1	0.0	100.0	
		6.1	4.9	1.2	0.0	2.4	
UNCLASS GRAD	5.	15	3	3	3	0	24
		62.5	12.5	12.5	12.5	0.0	29.3
		39.5	11.5	27.3	60.0	0.0	
		18.3	3.7	3.7	3.7	0.0	
GRAD	6.	18	19	7	2	0	46
		39.1	41.3	15.2	4.3	0.0	56.1
		47.4	73.1	63.6	40.0	0.0	
		22.0	23.2	8.5	2.4	0.0	
	COLUMN TOTAL	38	26	11	5	2	82
		46.3	31.7	13.4	6.1	2.4	100.0

CHI SQUARE = 20.66375 WITH 8 DEGREES OF FREEDOM SIGNIFICANCE = 0.0081
CONTINGENCY COEFFICIENT = 0.44864
GAMMA = 0.05953

NUMBER OF MISSING OBSERVATIONS = 9

Table 11

Chi-Square Printout for Pamphlets Versus Class

CLASS	COUNT / ROW PCT / COL PCT / TOT PCT	NEVER 1.	ONCE A 2.	ONCE A WEEK 3.	TWICE WEEKLY 4.	ROW TOTAL
JUNIOR	3.	0	0	1	0	1
		0.0	0.0	100.0	0.0	1.3
		0.0	0.0	9.1	0.0	
		0.0	0.0	1.3	0.0	
SENIOR	4.	6	4	1	0	11
		54.5	36.4	9.1	0.0	13.9
		14.0	19.0	9.1	0.0	
		7.6	5.1	1.3	0.0	
UNCLASS GRAD	5.	11	6	1	4	22
		50.0	27.3	4.5	18.2	27.8
		25.6	28.6	9.1	100.0	
		13.9	7.5	1.3	5.1	
GRAD	6.	26	11	8	0	45
		57.8	24.4	17.8	0.0	57.0
		60.5	52.4	72.7	0.0	
		32.9	13.9	10.1	0.0	
	COLUMN TOTAL	43	21	11	4	79
		54.4	26.6	13.9	5.1	100.0

CHI SQUARE = 19.19829 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = 0.0236
CONTINGENCY COEFFICIENT = 0.44216
GAMMA = -0.12500

NUMBER OF MISSING OBSERVATIONS = 12

Table 12

Chi-Square Printout for Standardized Tests Versus Class

CLASS	COUNT / ROW PCT / COL PCT / TOT PCT	NEVER 1.	ONCE A 2.	ONCE A WEEK 3.	ROW TOTAL
SENIOR	4.	10	0	1	11
		90.9	0.0	9.1	14.1
		13.7	0.0	100.0	
		12.8	0.0	1.3	
UNCLASS GRAD	5.	23	0	0	23
		100.0	0.0	0.0	29.5
		31.5	0.0	0.0	
		29.5	0.0	0.0	
GRAD	6.	40	4	0	44
		90.9	9.1	0.0	56.4
		54.8	100.0	0.0	
		51.3	5.1	0.0	
	COLUMN TOTAL	73	4	1	78
		93.6	5.1	1.3	100.0

CHI SQUARE = 9.32503 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = 0.0535
CONTINGENCY COEFFICIENT = 0.32678

GAMMA = 0.32663

NUMBER OF MISSING OBSERVATIONS = 13

Table 13

Chi-Square Printout for ERIC Indexes Versus Class

CLASS	COUNT / ROW PCT / COL PCT / TOT PCT	1. NEVER	2. ONCE A	3. ONCE A WEEK	4. TWICE WEKLY	5. DAILY OR MORE	ROW TOTAL
2. SOPH	COUNT	0	1	0	0	0	1
	ROW PCT	0.0	100.0	0.0	0.0	0.0	1.2
	COL PCT	0.0	3.7	0.0	0.0	0.0	
	TOT PCT	0.0	1.2	0.0	0.0	0.0	
4. SENIOR	COUNT	4	3	1	3	1	12
	ROW PCT	33.3	25.0	8.3	25.0	8.3	15.0
	COL PCT	9.3	11.1	25.0	75.0	50.0	
	TOT PCT	5.0	3.7	1.2	3.7	1.2	
5. UNCLASS GRAD	COUNT	18	2	2	0	1	23
	ROW PCT	78.3	8.7	8.7	0.0	4.3	28.7
	COL PCT	41.9	7.4	50.0	0.0	50.0	
	TOT PCT	22.5	2.5	2.5	0.0	1.2	
6. GRAD	COUNT	21	21	1	1	0	44
	ROW PCT	47.7	47.7	2.3	2.3	0.0	55.0
	COL PCT	48.8	77.8	25.0	25.0	0.0	
	TOT PCT	26.2	26.2	1.2	1.2	0.0	
COLUMN TOTAL	COUNT	43	27	4	4	2	80
		53.7	33.7	5.0	5.0	2.5	100.0

CHI SQUARE = 28.85978 WITH 12 DEGREES OF FREEDOM SIGNIFICANCE = 0.0041
CONTINGENCY COEFFICIENT = 0.51489
GAMMA = -0.07490

NUMBER OF MISSING OBSERVATIONS = 11

Table 14

Chi-Square Printout for Special Collections Versus Class

CLASS	COUNT / ROW PCT / COL PCT / TOT PCT	NEVER 1.	ONCE A 2.	ONCE A WEEK 3.	DAILY OR MORE 5.	ROW TOTAL
SENIOR	4.	6	4	1	0	11
		54.5	36.4	9.1	0.0	14.5
		9.2	50.0	50.0	0.0	
		7.9	5.3	1.3	0.0	
UNCLASS GRAD	5.	20	1	0	1	22
		90.9	4.5	0.0	4.5	28.9
		30.8	12.5	0.0	100.0	
		26.3	1.3	0.0	1.3	
GRAD	6.	39	3	1	0	43
		90.7	7.0	2.3	0.0	56.6
		60.0	37.5	50.0	0.0	
		51.3	3.9	1.3	0.0	
	COLUMN TOTAL	65	8	2	1	76
		85.5	10.5	2.6	1.3	100.0

CHI SQUARE = 14.47464 WITH 6 DEGREES OF FREEDOM SIGNIFICANCE = 0.0248
CONTINGENCY COEFFICIENT = 0.39998
GAMMA = -0.50296

NUMBER OF MISSING OBSERVATIONS = 15

Table 15

Chi-Square Printout for Bulletin and Newsletters Versus Class

SPECIAL	COUNT / ROW PCT / COL PCT / TOT PCT	1. NEVER	2. ONCE A	3. ONCE A WEEK	4. TWICE WEEKLY	ROW TOTAL
1. ELEMENTARY		17	1	0	1	19
		89.5	5.3	0.0	5.3	25.0
		27.0	14.3	0.0	50.0	
		22.4	1.3	0.0	1.3	
2. SECONDARY		34	3	2	1	40
		85.0	7.5	5.0	2.5	52.6
		54.0	42.9	50.0	50.0	
		44.7	3.9	2.6	1.3	
3. COMMUNITY		7	1	1	0	9
		77.8	11.1	11.1	0.0	11.8
		11.1	14.3	25.0	0.0	
		9.2	1.3	1.3	0.0	
4. UNIVERSITY		2	0	0	0	2
		100.0	0.0	0.0	0.0	2.6
		3.2	0.0	0.0	0.0	
		2.6	0.0	0.0	0.0	
5. INDUSTRY		0	2	0	0	2
		0.0	100.0	0.0	0.0	2.6
		0.0	28.6	0.0	0.0	
		0.0	2.6	0.0	0.0	
6. GOVERNMENT		1	0	0	0	1
		100.0	0.0	0.0	0.0	1.3
		1.6	0.0	0.0	0.0	
		1.3	0.0	0.0	0.0	
7. OTHER		2	0	1	0	3
		66.7	0.0	33.3	0.0	3.9
		3.2	0.0	25.0	0.0	
		2.6	0.0	1.3	0.0	
COLUMN TOTAL		63	7	4	2	76
		82.9	9.2	5.3	2.6	100.0

CHI SQUARE = 28.23748 WITH 18 DEGREES OF FREEDOM SIGNIFICANCE = 0.0585
CONTINGENCY COEFFICIENT = 0.52048
GAMMA = 0.32558

NUMBER OF MISSING OBSERVATIONS = 15

Table 16

Chi-Square Printout for Filmloop Projector Versus Area of Specialization

SPECIAL		NEVER (1.)	ONCE A (2.)	ROW TOTAL
ELEMENTARY	1.	19	0	19
		100.0	0.0	24.7
		25.7	0.0	
		24.7	0.0	
SECONDARY	2.	39	2	41
		95.1	4.9	53.2
		52.7	66.7	
		50.6	2.6	
COMMUNITY	3.	9	0	9
		100.0	0.0	11.7
		12.2	0.0	
		11.7	0.0	
UNIVERSITY	4.	2	0	2
		100.0	0.0	2.6
		2.7	0.0	
		2.6	0.0	
INDUSTRY	5.	1	1	2
		50.0	50.0	2.6
		1.4	33.3	
		1.3	1.3	
GOVERNMENT	6.	1	0	1
		100.0	0.0	1.3
		1.4	0.0	
		1.3	0.0	
OTHER	7.	3	0	3
		100.0	0.0	3.9
		4.1	0.0	
		3.9	0.0	
COLUMN TOTAL		74	3	77
		96.1	3.9	100.0

CHI SQUARE = 12.83756 WITH 6 DEGREES OF FREEDOM SIGNIFICANCE = 0.0457
CONTINGENCY COEFFICIENT = 0.37802
GAMMA = 0.49650

NUMBER OF MISSING OBSERVATIONS = 14

Table 17

Chi-Square Printout for Microfiche Printer Versus Area of Specialization

SPECIAL		1. NEVER	2. ONCE A	3. ONCE A WEEK	4. TWICE WEKLY	5. DAILY OR MORE	ROW TOTAL
ELEMENTARY	1.	19	0	0	0	0	19
		100.0	0.0	0.0	0.0	0.0	24.7
		28.4	0.0	0.0	0.0	0.0	
		24.7	0.0	0.0	0.0	0.0	
SECONDARY	2.	33	4	1	1	1	40
		82.5	10.0	2.5	2.5	2.5	51.9
		49.3	66.7	100.0	50.0	100.0	
		42.9	5.2	1.3	1.3	1.3	
COMMUNITY	3.	9	0	0	0	0	9
		100.0	0.0	0.0	0.0	0.0	11.7
		13.4	0.0	0.0	0.0	0.0	
		11.7	0.0	0.0	0.0	0.0	
UNIVERSITY	4.	2	0	0	0	0	2
		100.0	0.0	0.0	0.0	0.0	2.6
		3.0	0.0	0.0	0.0	0.0	
		2.6	0.0	0.0	0.0	0.0	
INDUSTRY	5.	0	2	0	0	0	2
		0.0	100.0	0.0	0.0	0.0	2.6
		0.0	33.3	0.0	0.0	0.0	
		0.0	2.6	0.0	0.0	0.0	
GOVERNMENT	6.	1	0	0	0	0	1
		100.0	0.0	0.0	0.0	0.0	1.3
		1.5	0.0	0.0	0.0	0.0	
		1.3	0.0	0.0	0.0	0.0	
OTHER	7.	3	0	0	1	0	4
		75.0	0.0	0.0	25.0	0.0	5.2
		4.5	0.0	0.0	50.0	0.0	
		3.9	0.0	0.0	1.3	0.0	
COLUMN TOTAL		67	6	1	2	1	77
		87.0	7.8	1.3	2.6	1.3	100.0

CHI SQUARE = 37.73862 WITH 24 DEGREES OF FREEDOM SIGNIFICANCE = 0.0369
CONTINGENCY COEFFICIENT = 0.57351
GAMMA = 0.46657

NUMBER OF MISSING OBSERVATIONS = 14

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study examined the relationship between the information needs/seeking patterns and selected socioeconomic characteristics of students enrolled in selected Educational Technology and Librarianship classes at San Diego State University during Spring semester 1977. Significant relationships were found to exist between the independent variables, class standing and area of specialization, and frequency of use for several dependent variables.

A questionnaire was constructed by adapting and expanding the survey used at the Seaver Science Library in the University of Southern California. This questionnaire was given to ten randomly selected Educational Technology and Librarianship classes. The responses were keypunched and analyzed on an IBM 360 computer, utilizing the Statistical Package for the Social Sciences.

The analysis results indicated relatively small differences between the personal characteristics of users and non-users. The typical student emerged as a female, commuting, education master's candidate with a specialization in secondary education, a concentration in Educational Technology and Librarianship (users) or in Physical Education (non-users), and a grade point average (GPA) between 3.0 and 3.49. In addition, this student did not use: other

libraries on campus (exception--users, the Individualized Study Center); other college or university libraries; private libraries of professors; or the community public library. Further, the typical student had taken a library introduction course in connection with San Diego State University education classes within the past five or ten years. The users of the Education Resource Center spurned audio-visual materials, Fridays and early mornings but favored curriculum guides, pamphlets, ERIC indexes, special collections, Wednesdays, weekends and evening hours of study.

Conclusions

As in the studies examined while reviewing the related literature, this study can offer no overwhelming proof that there is a relationship between personal characteristics of students and their use and non-use of library materials and services. It can merely be stated that, in this particular investigation with 140 Educational Technology and Librarianship students during the Spring semester of 1977:

1. There was increasing library usage as students progressed through the university.

2. The average non-user, while as intelligent or academically competent as the user, regarded the use of the library as strictly course related.

From the ten randomly selected classes only two were reference materials oriented while eight were media production

or laboratory related, thus contributing in some measure to non-use of the materials and services in the Education Resource Center. However, the student usage and patterns which emerged substantiated the findings of Lubans (1970) that there is increasing library usage as students progressed through school and that the average non-user, while as intelligent as the user, regarded the use of the library as strictly course-related.

Recommendations

Further research with regard to library use and non-use and their relationship to personal characteristics of Educational Technology students needs to be conducted. An equal sampling of reference and media production courses might shed more light on services or materials needed by students.

Another study might attempt to investigate the relationship between the number of units or courses pursued by students and their use and non-use of the Education Resource Center.

A more ideal investigation than the one reported herein might better isolate the factors which contribute to use and non-use by students of the ERC.

A major limitation of this study was the time required to prepare the questionnaire, design the computer program, and interpret the results. A suggestion for modifying this would be to have the questionnaire design, computer program, and analysis results assisted and prepared in the initial stages through the School of Education Office of Educational Research.

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APPENDIX A

QUESTIONNAIRE USED AT SAN DIEGO STATE UNIVERSITY LIBRARY

1.

Stopping time _____
STARTING time _____
Total minutes _____

LIBRARY USE QUESTIONNAIRE

This survey is being conducted to determine student use of the Education Resource Center (ERC) on the fourth floor of the San Diego State University Library. Your answers will help us determine what your needs are and how to serve you better.

A. During this semester, **Spring** 1977, have you ever come into the Education Resource Center?

1. _____ Yes. / Continue with Section B /

2. _____ No. Why not?

3. _____ Use another Library.

4. _____ No class work requires Library use.

5. _____ Other reason (please specify).

/ Skip to Section G /

Please answer the following questions on the basis of your activities during this semester, **Spring** 1977.

B. Please check one column indicating how often, on the average, you come into the Education Resource Center (ERC) for:

		Never	Once/ Month	Once/ Weekly	2-3/ Weekly	Once/Day or More
Assigned reading	6.					
Term paper materials	7.					
Reserve books	8.					
Reference assistance (librarian) .	9.					
Place for study	10.					
Personal/recreational reading . . .	11.					
ERC card catalog	12.					
Computer search service	13.					
Others (please specify)	14.					

Please specify any services which we do not have but you would find useful.

15. _____

_____

Please answer all questions on the basis of your activities during this semester, **Spring** 1977.

C. Please check one column indicating how often, on the average, you use these materials in the Education Resource Center:

		Never	Once/ Month	Once/ Weekly	2-3/ Weekly	Once/Day or More
School textbooks	16.					
Curriculum guides	17.					
Pamphlets	18.					
ERC reference books	19.					

C. (Continued)

		Never	Once/ Month	Once/ Weekly	2-3/ Weekly	Once/Day or More
Periodical books	20.					
Standardized test files	21.					
News and bulletin files	22.					
295/795 papers	23.					
ERIC indexes	24.					
Children's books/magazines	25.					
Special collections (Historical, SIGMA, Pi Lambda Theta, ERIC Crier)	26.					
ERIC microfiche	27.					
Filmstrips	28.					
Cassettes	29.					
Records	30.					
Picture charts	31.					
Kits	32.					
Film loops	33.					
Transparencies	34.					
Others (please specify)	35.					

Please specify any materials which we do not have but you would find useful.

36. _____

_____

Please answer all questions on the basis of your activities during this semester, Spring 1977.

D. Please check one column indicating how often, on the average, you use these machines in the Education Resource Center:

		Never	Once/ Month	Once/ Weekly	2-3/ Weekly	Once/Day or More
Record player	37.					
Filmstrip projector	38.					
Tape recorder	39.					
Cassette recorder	40.					
Caramate	41.					
Film loop projector	42.					
Opaque projector	43.					
Overhead projector	44.					
Microfiche reader	45.					
Microfiche printer	46.					
Ditto machine	47.					

D. (Continued)

		Never	Once/ Month	Once/ Weekly	2-3/ Weekly	Once/Day or More
Xerox machines	48.					
Others (please specify)	49.					

Please specify machines which we did not have but you would find useful.

50. _____

_____

In Sections E and F, please circle the letters on the right indicating how you feel about each statement. (SA--strongly agree, A--agree, U--undecided, D--disagree, SD--strongly disagree)

E. The function of the Education Resource Center (ERC) is to assist:

SDSU students or student-teachers .	51.	SA	A	U	D	SD
SDSU faculty or staff	52.	SA	A	U	D	SD
Non-SDSU students or student-teachers	53.	SA	A	U	D	SD
Non-SDSU faculty or staff	54.	SA	A	U	D	SD
Other "unclassified" visitors . . .	55.	SA	A	U	D	SD

F. Please continue indicating your feeling about:

ERC card catalog is easy to use . .	56.	SA	A	U	D	SD
Coding on the ERC shelves is easy to understand/use	57.	SA	A	U	D	SD
Materials/textbooks, etc. are easy to find on the shelves	58.	SA	A	U	D	SD
ERC reference librarians are helpful	59.	SA	A	U	D	SD
ERC student assistants are helpful	60.	SA	A	U	D	SD

Please answer all questions on the basis of your activities during the semester, Spring 1977.

G. Have you ever used any other libraries on SDSU campus beside the main library?

61. _____ No.

62. _____ Yes. Which one(s)? 63. _____

_____

Why?

64. _____ Main library unsatisfactory.

65. Please specify why. _____

_____

66. Other reason. Please specify.

_____

Please answer all questions on the basis of your activities during the semester, Spring 1977.

H. Have you used any other college or university libraries besides those at SDSU?

67. _____ No.

68. _____ Yes. Which one(s)? 69. _____

_____

Why?

70. _____ Closer.

71. _____ SDSU library unsatisfactory. Please specify.

72. Please specify why. _____

_____

73. _____ Other. Please specify.

_____

I. Have you used a professor's personal library?

74. _____ No.

75. _____ Yes.

J. Have you used the public library in your community?

76. _____ No.

77. _____ Yes. If yes, do you use the public library more than you use SDSU Library?

78. _____ No.

79. _____ Yes. If yes, please tell us why: 80. _____

_____

K. If you have ever had a formal course/Introduction in the use of the Library, when and where did you take it?

81. When? _____

82. Where? _____

L. Did you know that the SDSU Library offers a formal course in "How to Use the Library"?

83. _____ Yes.

84. _____ No.

M. Your class is: (Circle one)

85. Fr. 86. So. 87. Jr. 88. Sr. 89. Unclass. Grad. 90. Grad.

N. **Please indicate your area of specialization by** _f_ **(field of work) and/or** _pf_ **(projected field of work).**

91. _____ elementary.

92. _____ secondary.

93. _____ community college.

94. _____ university

95. _____ industry.

96. _____ government.

97. _____ other (please specify)

_____

O. Your major is: 98. _____

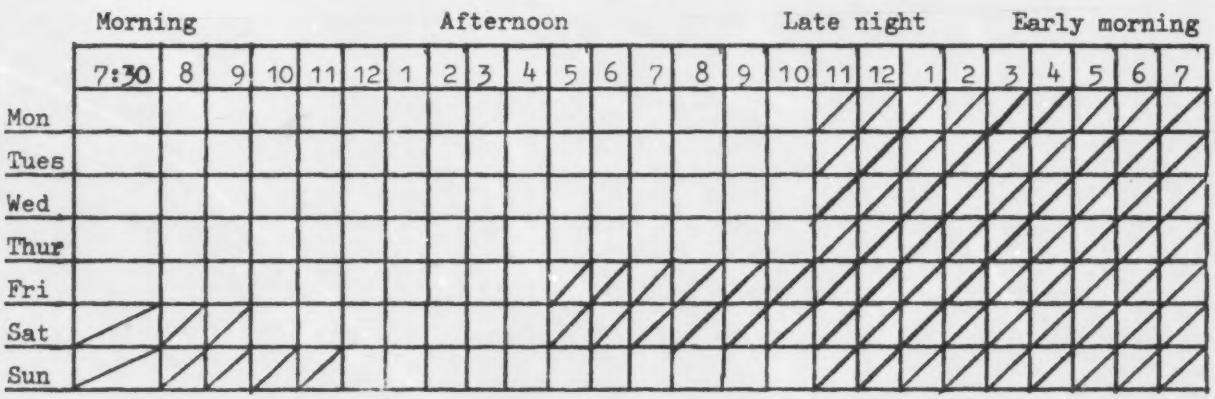
P. What is your cumulative grade point average?

99. _____ less than 2.0
100. _____ 2.0 to 2.49
101. _____ 2.5 to 2.99
102. _____ 3.0 to 3.49
103. _____ 3.5 or better
104. _____ do not know

Q. Are you female? 105. _____
or male? 106. _____

R. Do you live on campus? 107. _____
or commute? 108. _____

S. Check the days and hours when you generally use the library. (If you do not use the library, check here _____.) A slash in a box indicates the library is closed.



T. If there are hours when you would like to work in the library, but the library is closed, please indicate above your preference with an O in the appropriate boxes of the chart.

THANK YOU VERY MUCH FOR YOUR COOPERATION. WITH YOUR HELP, WE HOPE TO MAKE A BETTER EDUCATION RESOURCE CENTER.

APPENDIX B

QUESTIONNAIRE USED AT UNIVERSITY OF SOUTHERN CALIFORNIA

LIBRARY USE QUESTIONNAIRE

This survey is being conducted to determine student use of Seaver Science Library. Your answers will help us determine what your needs are and how we can serve you better.

1. During this semester, Spring 1974, have you ever come into Seaver Library?

   ____no — Why not?
   - ____ use another library
   - ____ no class work requires library use
   - ____ other reason (please specify)_____

   Skip to Question 5.

   ____yes — Continue with Question 2.

Please answer the following 3 questions on the basis of your activities during this semester, Spring 1974.

2. How often, on the average, do you come into Seaver Library for:

	never	once/ month	once/ week	2-3 times/ week	once/day or more
assigned reading					
reserve materials					
term paper materials					
place to study					
personal/recreational reading					
meet friends					
other (please specify) _____					

3. How often, on the average, do you use in Seaver Library:

	never	once/ month	once/ week	2-3 times/ week	once/day or more
books					
journals					
pamphlets					
maps					
technical reports					
microforms					
indexes or abstracts					
card catalog					
other (please specify) _____					

4. How often, on the average, do you use, in Seaver Library:

	never	once/ month	once/ week	2-3 times/ week	once/day or more
reference service					
interlibrary loan					
conference rooms					
books on hold					
Xerox					
search requests					
other (please specify) _____					

Please answer all the following questions on the basis of your activities during this semester, Spring 1974.

5. Have you used any other libraries at USC campus besides Seaver?
   ____ no ____ yes

6. Have you used any other college or university libraries besides those at USC?
   ____ no ____ yes Which one(s)? _____
   Why?
   ____ closer
   ____ Seaver library unsatisfactory
   Please specify:_____
   ____ Other Please specify:
   _____

7. Have you used a professor's personal library?
   ____ no ____ yes

8. Have you used the public library in your community?
   ____ no ____ yes If yes, do you use the public library more than you use Seaver library?
   ____ no ____ yes If yes, please tell us why:_____

9. If you have ever had a formal introduction to the use of the library (instruction in library use), when and where did you first receive it?
   when:_____
   where:_____

10. Should Seaver library offer instruction in the use of the Library?
    ____ no ____ yes

    If it were offered for credit as a free, optional course, would you take it?
    ____ no ____ yes Why yes? _____

11. Your class is: (circle one) Fr. So. Jr. Sr. Grad

12. Your major is: _____

13. What is your cumulative grade point average?

    ____ less than 2.0
    ____ 2.0 to 2.49
    ____ 2.5 to 2.99
    ____ 3.0 to 3.49
    ____ 3.5 or better

14. Are you female? ____ or male? ____

15. Do you live on campus? ____ or commute? ____

THANK YOU VERY MUCH FOR YOUR COOPERATION
WITH YOUR HELP, WE HOPE TO MAKE SEAVER A BETTER LIBRARY

APPENDIX C

COMMENTS

COMMENTS

This comment section has included student responses difficult or not readily adapted for computerization. For clarification purposes, the questions have been replicated as on the distributed questionnaire before the appropriate student comments.

The 49 (35 percent) non-users answered only sections A (2-4) and G-R, while the 91 (65 percent) users completed all sections of the questionnaire except A (2-4).

The number and percentage of student users' and non-users' responses and missing observations have been indicated before each of the comment sections as well as the total number and percentage and missing observations of both groups at the end when pertinent.

A. During this semester, Spring 1977, have you ever come into the Education Resource Center?

2. _____ No. Why not?
5. _____ Other reason (please specify).

Non-Users: 9 (18.36 percent); 40 missing observations. "Have not really personally started in on classwork," "This section of the library not necessary yet," "Will start using services this week for reserve books and term papers," "I haven't needed to use the ERC yet, but I usually use it," "Only taking night classes, work during the day," "Didn't know about it," "Didn't know what it really was," "Didn't know it was there! I will come visit it!!" "Never had the need to."

B. Please check one column indicating how often, on the average, you come into the Education Resource Center (ERC) for: . . . Please specify any services which we do not have but you would find useful.
15. _____

Users: 4 (4.39 percent); 87 missing observations. "Need ideas on teaching science in high school, that is more modern books are needed," "More availability to see professional standardized tests that are published," "Student reference materials--encyclopedias," "I wrote a film on the ERIC system, April 1976 (slidetape and videotape) for the San Diego County Media Center."

C. Please check one column indicating how often, on the average, you use these materials [books and media software] in the Education Resource Center: . . .
Please specify any materials which we do not have but you would find useful.
36. _____

Users: 9 (9.89 percent); 82 missing observations. "More materials on learning centers," "Some 'how to' and idea books on learning stations," "Market Guide--Writers' Guide for Free Lance Writers for Educational and Technical Journals," "Curriculum guides and materials--some quite old," "More mounted miscellaneous pictures that can be used with stories and poems--laminated or mounted on cardboard," "Larger selection of visuals, records, and filmstrips," "I didn't know these were in there to begin with," "I wasn't aware of these materials being in the Education Library," "I use most of the above in the ISC."

D. Please check one column indicating how often, on the average, you use these machines in the Education Resource Center: . . .
Please specify machines which we do not have but you would find useful.
50. _____

Users: 9 (9.39 percent); 82 missing observations. "A thermofax machine," (2 requests), "A mimeograph machine," "An electric typewriter," "I would like to find the Xerox machines working efficiently," "More working Xerox machines," "Would like better paper in the Xerox machines," "One with a better grade of paper," "A microfiche printer that didn't break down so often," "Need an introduction to ERC for student teachers!!"

G. Have you ever used any other libraries on SDSU campus beside the main library?
61. _____ No.
62. _____ Yes. Which ones? 63._____

Users: 24 (26.3 percent); 67 missing observations.

19 Individualized Study Center
1 Audio-Visual Center
Test Office
Telecommunications and Film Library
International Relations Library
"Didn't know that there were other libraries or resources on campus."

Non-Users: 9 (16.36 percent); 40 missing observations.

4 Individualized Study Center
1 Geography Library
Study Skills Center
European Studies Center
Music Record Library
"Are there other ones?"

Total users and non-users: 33 (23.57 percent); 107 missing observations.

G. (Continued)

64. _____ Main library unsatisfactory.
65. Please specify why. _____
66. Other reason. Please specify. _____

Users: 26 (28.57 percent); 65 missing observations.
"Main library not knowledgeable of subject," "Needed more detailed information," "The library is too big," "Assigned materials in ISC," "Specific materials assigned in Education classes in ISC," "Sources only available in ISC," "Specific research in modules in ISC," "Special materials for modules in ISC," "Required use of ISC in special courses," "Materials in ISC," "ETL materials in ISC," "Modules required for class are housed only in ISC," "Books for class and modules we're using, all materials in one place in ISC," "Specific reading in ISC," "Class assignment in ISC," "There is material I'm interested to browse and has been a reference for my classes in the past in the ISC," "Referred by my instructor to the ISC," "Used ISC for a change of pace," "Used A-V Center for films for a class presentation," "Needed Test Office," "Testing," "Using teacher's private library," "Need quick reference," "Main library is satisfactory," "Main library is more accessible," "Science is quiet and meet girls on the first floor."

Non-Users: 10 (20.40 percent); 39 missing observations.
"Not enough information on Latino-American and Chicano materials," "Needed specialized materials--slides," "Needed extra materials," "For the one course I am taking I haven't needed other libraries," "Classwork has not required library study," "No work," "I am a student assistant in the Study Skills Center," "Class assignment," "Time factor, it is closer," "Parking problem, too hard to return to campus."

Total users and non-users: 36 (25.71 percent); 104 missing observations.

H. Have you used any other college or university libraries besides those at SDSU?

67. _____ No.
68. _____ Yes. Which one(s)? 69. _____

Users: 46 (50.54 percent); 45 missing observations.

19 University of California, San Diego
8 Grossmont College, El Cajon
4 Southwestern College, El Cajon
3 Mesa College, San Diego
2 San Diego Community College
University of San Diego
United States International University
1 California State University, Long Beach
Mira Costa College
Palomar Community College
University of California, Los Angeles
Whitworth College

Non-Users: 17 (34.69 percent); 32 missing observations.

7 University of California, San Diego
2 Grossmont College
San Diego City College
Southwestern College
1 California State University, Long Beach
Mesa College
University of California, Los Angeles
University of San Diego

Total users and non-users: 63 (45.0 percent); 77 missing observations.

H. (Continued)

68. _____ Yes. Which one(s)? 69. _____

Why?

70. _____ Closer.
71. _____ SDSU Library unsatisfactory.
72. Please specify why. _____
73. _____ Other. Please specify. _____

Users: 22 (24.17 percent); 69 missing observations.

"Went to school there," "Got my B.A. there," "I attended there," "My brother attended there," "Am familiar with the reference section," "Am interning there," "I am used to them," "Medical topics--more psychiatry and psychology periodicals," "Has more German works, and

translations," "Special research," "Better science library," "I am a free lance science and technical writer," "Needed a book that was either on reserve or checked out," "Books are always there," "Materials I needed were on limited loan at SDSU," "Materials either on reserve or already asked out," "Being I live there," "Geographical factors," "Branch libraries are easier for finding minimal information," "It is hard to find resources on the subject matter in SDSU," "SDSU too noisy."

Non-Users: 8 (16.32 percent); 41 missing observations. "At times, UCSD would have something, perhaps a periodical, which SDSU wouldn't have," "Needed materials and research," "Limited," "Spend a great deal of time on that campus," "Worked on my master's in the LA area, best one around," "I did my B.A. there," "Easier to find parking," "Easier to find parking at certain times."

Total users and non-users: 30 (21.42 percent); 110 missing observations.

J. Have you used the public library in your community?
76. _____ No.
77. _____ Yes. If yes, do you use the public library more than you use the SDSU Library?
78. _____ No.
79. _____ Yes. If yes, please tell us why.
80. _____

Users: 16 (17.14 percent); 75 missing observations.
8 Closer to home.
4 Better children's collection.
2 Easier to use public library collection.
1 Greater availability of some books.
San Diego Public Library has greater resources.

Non-Users: 8 (16.32 percent); 41 missing observations.
5 Closer to home or more convenient.
2 Work in public library.
1 Strictly for pleasure reading and easier access.

Total users and non-users: 24 (16.32 percent); 116 missing observations.

K. If you have ever had a formal course/introduction in the use of the library, when and where did you take it?
81. When?_____
82. Where?_____

Users: 34 (37.36 percent); 57 missing observations.
The time ranged from 1961-1977.
26 SDSU in connection with education classes.
6 Other colleges and universities.
1 In high school.
In junior high school.
In grammar school.

Non-Users: 13 (26.53 percent); 36 missing observations.
The time ranged from 1954-1977.
7 SDSU in connection with education classes.
2 Other colleges and universities.
In library school.
In junior high school.

Total users and non-users: 47 (33.57 percent); 93 missing observations.

0. Your major is: 98. _____

Users: 83 (91.2 percent); 8 missing observations.
33 Educational Technology and Librarianship.
8 School librarian credential.
7 Industrial Arts.
6 English/Journalism.
History.
5 English.
2 Education.
Social Sciences.
Zoology.
1 Mathematics.
Speech Pathology.
Psychology.
Arts and English.
Life Science/Secondary Education/ETL.
Art/Textiles/Education.
Art.
German.
Biology.
Latin American Studies/Library Science.
Elementary Education.

Non-Users: 35 (71.42 percent); 14 missing observations.
7 Physical Education.
5 Educational Technology and Librarianship.
3 Social Sciences.
English.
2 Sociology.

2 German.
Family Studies and Consumer Sciences.
Health Education and Safety.
1 Music Education credential.
Spanish.
Journalism.
Psychology.
Education.
Art Printing and Print Making.
Public Administration.
Secondary Education (EMR Specialist credential).
Vocational Education.

Total users and non-users: 118 (84.28 percent); 22 missing observations.

S. Check the days and hours when you generally use the library. (If you do not use the library, check here _____.) A slash in a box indicates the library is closed.

Users: 88 (96.7 percent); 3 missing observations.

T. If there are hours when you would like to work in the library, but the library is closed, please indicate above your preference with an O in the appropriate boxes of the chart.

Users: 14 (15.38 percent); 77 missing observations.

	7:00	7:30	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	*	**
Mon	1	3	3	9	9	15	10	8	13	16	18	18	22	21	19	19	10	4	4		14	213
Tues	1	3	5	8	10	12	11	15	13	14	15	18	20	20	19	20	13	4	4		14	216
Wed	1	3	4	6	10	14	10	13	15	17	14	16	20	21	23	23	17	4	4		15	226
Thurs	1	3	7	8	8	12	13	9	10	13	14	15	16	17	18	18	15	4	4		13	179
Fri	1	3	7	8	7	7	6	7	10	9	8	10	9	8	7	7	7	4	4		8	72
Sat		4	10		18	20	19	23	26	27	21	10	8	8	6	6	5	4	4		22	156
Sun		2	4	4	4		17	27	27	22	24	23	17	15	14	13	12	3	3		19	211
***	1	3	5	8	10	13	12	15	16	17	16	18	19	18	19	19	13	4	4			

* Average per day to nearest whole number.
** Total tallies/users for all hours.
*** Average per hour to nearest whole number.